A STUDY OF PROFESSIONAL ETHICS AND SPIRITUAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR TEACHING EFFECTIVENESS

Synopsis

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1. INTRODUCTION

"Exercise is the potential to feel pleasure and pain at the right moment. This develops in the body and soul of the student, all good looks and all what he is capable of — Plato[1]

Child takes birth and by time it is compared with Tabula rash by and by child learns many things and is able to solve the glitches of life and develops a sense of responsibility. Education instills a sense of maturity, in the child, brings the desired changes and gives the child the opportunity to adapt to a constantly changing society. Education drags a person out of darkness, poverty and unhappiness by developing his individuality. Such developed individuals give to the increase and growth of society. Teaching is considered necessary to every person and society. Teachers engage a very significant position in the scheme of education.

The responsible teacher is one who meets the expectations of students, organization, societies and follows the rules of the given roles. Modern Society expects new knowledge and skills from the teachers and school s. It also responds to the emerging challenges faced by teachers in a diverse society. A Teacher's personal values can be used to shape a successful teaching style. There for the constantly changing system give teachers more power? Are our teachers ready to face the challenges ahead? The teacher is responsible f or everything that happens in the class. The behavior of every teacher has an effect on the behavior of students. A teacher’s Attitude is contagious, when the teacher smiles, a smile comes to the student’s face and when he is worried, it spreads among the students. So if something goes wrong or well in class, the sole responsibility lies with the teacher. Mike Rose explained in his life limits that an educator must be a sincere person who must respect the student's differences and give students love and care. The goal is not only to survive, but also to grow in the minds and hearts of students through education. Professional ethics and ethics rules for teachers Ethics is largely a organization of ethical values. The Greek word 'ethos' means tradition, manner, and character. Ethics dose a make decisions and take control of your life. Experiential morality is an expression that surround organizational and individual standard of behavior expected of competent. Skilled morals are the rules of the nicety that a director must follow within himself learning education.

Teachers as Professionals: Vocational education does not make a teacher profession. Teaching as a profession is big confront since it involves lots of part that must be completed fine. He is a documentation teacher an important part of teaching students, regardless of the method a guide.

A teacher has knowledge and skills acquired in the right way training and carry out teachers make available particular treatment overhaul to students analyzed their require are playing, choosing tools and assessment met holds that promote learning . Spiritual Intelligence is of the extremely important type of intelligence, which as the power to change our living, civilization, and history. Teachers with an enthusiasm for teaching are those who are dedicated, passionate, enthusiastic and morally, intellectually, emotionally and spiritually energetic in their occupation. Opportunities and means to achieve body, soul mind, and spiritual growth. Everything A major driver of this change is the teacher. No educational improvement can to a winner, if not a good quality for a teacher. Good quality teachers also have the dissimilar ability to master various knowledge, skills, and expertise in order to be used as a resource to improve the efficiency of teaching and learning process. As such, instructors are the torchbearers in producing social unity, countrywide and global integration, anda learning society. According to Whitehead (1929) opinion, "Everything depends on the teachers".

As a result, teachers are to be spiritual, morally and emotionally mature enough to contract with the spiritual, moral and emotional needs of the learners. Improvement of spiritual intellect According to Zahra and Marsh all (2000), having a high level of self awareness and adaptability are examples well developed SI. A tendency to recognize relations among different thing various (human being holistic), a ability to face and use suffering, the ability to face and overcome pain, its quality of being inspired by proposal and values inspire, unwillingness causes unnecessary harm someone/others, a clear propensity to ask why? How? Asking fundamental question looking for fundamental solutions and having what psychologists refer to as 'field independent' -the capacity to operate against convention all wisdom .High spiritual IQ individuals are more inclined to be Servant leaders. Who permit them to utilize their own to provide others a higher perspective? A few of the well known Labor pioneers like Rama, Krishna, Buddha, Moses, Jesus, Mohammed, Vivekananda, Mahatma Gandhi, Mother Theresa, Nelson Mandela, Dalai Lama etc. The word Teacher effectiveness refers to the action of the teacher to accomplish this institutional

and natural individual obligations station Teacher Effectiveness includes effectiveness in teaching strategies, student and classroom managing; interpersonal relationships, assessment, and feedback etc. According to Collin's English Dictionary, Teacher Effectiveness consists of two commonly known words teacher' and 'effectiveness'. A Teacher is a person who teaches i.e. important or transfer knowledge or skills to the student. Efficiency is excellence to succeed in achieving the expected result Teacher the best possible level of competence or completeness of performance resources and the effectiveness on the teacher or coach. Teacher Effectiveness refers to the altitude of learning and maturity in the lifetime of a teacher. At current teachers are supposed to uphold the high and appropriate standards for academic achievement as well as maintaining learner-centered, attainmentoriented classroom atmospheres.

To achieve this, a combination of both concerned subject knowledge and an understanding of the nature of efficient teaching itself can make available a strong foundation for effectiveness.

The responsibility of teachers in a the democratic education system is very important. They must be friends, philosophers, leaders and guides for students helping them move forward in creating an innovative social structure. Station shaping the personality of teachers depends on the goals and educational purposes. The task of teachers is to develop the physical, mental, moral, ethical, social, emotional, intellectual, spiritual, and aesthetic aspects, ie. personality of students. An effective teacher can be understood as an individual which helps to develop basic skills, understanding, correct working method, desired attitudes, values and appropriate personal adjustment (Ryan, 1969).Effective teachers don't think about what to do; they correspond to a expected approach to the student manners. In creating a creative education climate, effectual educator are replicate their education cycle, which regularly goes awry with task discipline, and transitions. Teacher Effectiveness is a classroom effect aspects such as teaching method, expectations for the teacher, classroom organizations and the use of classroom resources, affect student outcomes. Teacher efficiency is the ability to understand socio-value goals teachers, mainly, but not entirely, work related to enabling students study. It is the quality of a teacher who has the ability or potential constructive influence on student learning, outcomes and attitudes." Teacher Effectiveness is determined through the formal experience, qualities of the teacher, behavior of the teacher, immediate effects and long -standing consequences. The effective teacher never discontinues experimenting to find out what best

suits his own particular requirements and those of his learners. Most effective teacher applies teaching techniques that are easier, better, safer, and quicker, more rewarding, more suitable and intensive.

2. REVIEW OF RELATED LITERATURE

- **Nityananda,Pradhan, (2006)** did a study on Ethical obligations on the effects of Teaching on Teacher training.'' The Author discussed something like this teacher training, teachers, professional ethics, and responsibility.[2]

- **Linda, Villa, (2002)** conducted a study on "Listening to Other Voices: A Dissertation of Teacher Reflection in United States". Author has stated in her research that teachers in the United States spend alot of time in teaching ethics and moral educations.[3]

- **Nair & Paul (2017)** carried out research on the spiritual intelligence of student in higher secondary schools. Boys and girls did not different in terms of their spiritual intelligence,but there was a substantial difference in terms of location and style of school.[4]

- **Harris (2003)** describes in his article that the effectiveness of peace education cannot be evaluated by whether it brings world peace, but rather by its effect on students' thought pattern, attitudes, behaviors, values, and student knowledge. Formative and superlative evaluation can be used to measure and improve the effectiveness of peace education programs.[5]

- **Rosy, (2011)** conducted a study "Teacher efficiency and Job happiness between School educators with 350 educators selected from 17 schools of Chennai locality. The main results are as follows; A multiple comparison investigation concluded that teacher effectiveness is highly significant between teachers working in public and private schools. According to present reading, there is no noteworthy difference in educator performance between undergraduate & graduate educator.[6]

- **Tripathi & Lata (2020)** conducted a comparative think about to discover out instructing viability of rudimentary instructor teachers working in government and private institution. Results revealed that no significant difference found of govt. and private institution .comes about uncovered than no critical contrast found of government .and private rudimentary educator teachers with respect to their instructing adequacy, but based on their cruel scores it can be said that the level of instructing viability of private instructor teachers is comparatively way better than the govt. instructor teachers.Educating adequacy private rudimentary instructor teachers are comparatively small compelling than the Govt. rudimentary educators teachers.[7]

3.NEEDS AND IMPORTANCE OF THE RESEARCH

Citizens make the country and teachers make the nation. Teachers are real nation builders and institutions control everything that makes up a nation strong foundation. Education is basically a stage that forms the foundation of a student's where their character behavior and personality really develop it determines the future direction of the youth. Teachers are an integral part of the Indian education system.

They can effectively develop the mental growth of the students. The integrated future of the country is inevitably linked to its education organization which in rotate depend on the superiority of its teachers. Effective teachers are needed to ensure a good quality of education and to ensure the success of students in all aspects. For this teachers must have favorable working conditions, relationships with superiors, colleagues, subordinates, students and their

parents, a school communication system, and this is only possible if teachers are emotionally balanced and well aware of the ethics of their profession. Translation has a fruitful effect on the performance of these teachers. Their fore the researcher conducted a study on three components to find out the effect professional ethics and spiritual o n teaching performance of higher secondary school teachers.

4.STATEMENT OF THE RESEARCH PROBLEM

A Study of Professional Ethics and Spiritual Intelligence of Higher Secondary School Teachers in Relation to their Teaching Effectiveness.

5. OBJECTIVES OF THE RESEARCH

1. To Study the Professional Ethics of Male and Female Higher Secondary School Teachers.
2. To Study the Spiritual Intelligence of Male and Female Higher Secondary School Teachers.
3. To Study the Teaching Effectiveness of Male and Female Higher Secondary School Teachers.
4. To Study the Professional Ethics of teachers belonging to high and low level of their teaching Effectiveness.

4.1 To Study the Professional Ethics of Male and female Teachers with regard to their high level of teaching Effectiveness.

4.2 To Study the Professional Ethics of Male and female Teachers with regard to their low level of teaching Effectiveness.

5.To Study the Spiritual intelligence of Teachers belonging to high and low level of their teaching Effectiveness.

5.1 To Study the Spiritual intelligence of Male and female Teachers with regard to their high level of teaching Effectiveness.

5.2 To Study the Spiritual intelligence of Male and female Teachers with regards to their low level of teaching Effectiveness.

6.To study the relationship between Teaching Effectiveness and Professional Ethics higher secondary school Teachers.

7.To study the relationship between Teaching Effectiveness and spiritual intelligence of Higher Secondary school Teachers.

6.FORMULATION OF HYPOTHESES

1. There is no significant difference between the Professional Ethics of Male and female Higher Secondary School Teachers.

2. There is no significant difference between the Spiritual intelligence of Male and female Higher secondary School Teachers.

3. There is no significant difference between the Teaching effectiveness of Male and female Higher Secondary School Teachers.

4. There is no significant difference between Professional Ethics of High And Low Effectiveness Higher Secondary School Teachers.

4.1 There is no significant difference between Professional Ethics of Male teachers belonging to their High and Low Level of Effectiveness.

4.2 There is no significant difference between Professional Ethics of female teachers belonging to their High and Low level of Effectiveness.

5. There is no significant difference between the spiritual intelligence of High and low Effectiveness Higher Secondary School Teachers.

5.1 There is no significant difference between Spiritual Intelligence of Male teachers belonging to their High and Low level of Effectiveness.

5.2 There is no significant difference between Spiritual Intelligence of female teachers belonging to their High and Low level of Effectiveness.

6. There is no significant correlation between Professional Ethics and Teaching Effectiveness of Higher Secondary School Teachers.

6.1 There is no significant correlation between Professional Ethics of High and Low level of Effectiveness.

6.2 There is no significant correlation between Professional Ethics of Male and Female teachers belonging to their of Teaching Effectiveness.

7. There is no significant correlation between spiritual intelligence of high and low level of Teaching Effectiveness.

8. There is no significant correlation between Spiritual intelligence of Male and female teachers belonging to their of Teaching Effectiveness.

7.METHODLOGY

The methodology of the study will be stated in the following head:

The descriptive survey method of research is used by the researcher for the proposed study.

8.VARIABLES

In the present study, researcher has made an effort to investigate the impact of a few factors associated to the higher secondary teachers' effectiveness as teachers. The variables selected for the current study are as follows;

Dependent variable

In this study, the Teaching Effectiveness of Secondary School Teachers is treated as the dependent variables.

Independent variables

The Independent variables selected for the study are :-

(1) Professional Ethics.

(2) Spiritual intelligence.

9.POPULATION & SAMPLE

All Higher Secondary Schools educator teaching in Higher Secondary Schools of District Meerut.

The present Researcher will be confined to a representative sample of 500 higher secondary teachers taken from twenty five higher secondary schools located in Meerut District of U.P State India.

10.USED TOOLS

The following data collection instruments will be used in this study:

1. Teaching Professional Ethics scale (TPES) developed and Standardized by the Barjees Jeelani & R. Krishna Kumar, (2015).
2. The Spiritual Intelligence Self report catalog (SISRI) by D.B.The King (2008).
3. Teacher Effectiveness Scale developed by Dr (Mrs) Umme Kulsum in 2011.

In the absence of the above research initiated for any other available research instrument was used in this study.

11.STATISTICAL TECHNIQUES

The collected data will be analyzed descriptively using the methods:

1. Descriptive Analyses
   i. Measures of central tendency (Mean)
   ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('T' test or 'F' test)
3. Co-relational Analyses (Karl Pearson Product Moment Co-relation)

12. DELIMITATION OF THE STUDY

- The current researcher will be confined to District Meerut of U.P State, India
- The current researcher will be delimited to higher secondary teacher's government and private School.
- Twenty Five secondary schools only considered for the study.
- The sample size will be limited to 500 higher secondary teachers only(government and private School.

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